



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Gardiner Area High School

SAU: RSU 11/MSAD 11

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2011-2012 NCLB Report Card



School: Gardiner Area High School
SAU: RSU 11/MSAD 11
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	165	157	95	39	39	47	6	34	33	27	156	1	
	2010-2011	174	164	94	41	41	50	9	32	37	22	160	4	0
Female	2009-2010	90	83	92	40	40	49	4	36	37	23			
	2010-2011	76	75	99	44	44	54	11	33	35	21			
Male	2009-2010	75	74	99	39	39	46	8	31	28	32			
	2010-2011	98	89	91	38	38	46	8	30	39	22			
Caucasian/White	2009-2010	162	154	95	40	40	48	6	34	33	27			
	2010-2011	167	157	94	41	41	51	9	32	37	22			
African American/Black	2009-2010	0	0				28							
	2010-2011	2	2	100			23							
Hispanic	2009-2010	0	0				42							
	2010-2011	2	2	100			45							
Asian or Pacific Islander	2009-2010	2	2	100			41							
	2010-2011	3	3	100			51							
American Indian or Native Alaskan	2009-2010	1	1	100			27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	55	53	96	28	28	31	2	26	32	40			
	2010-2011	70	62	89	31	31	34	5	26	37	32			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	24	23	96	13	13	16	4	9	17	70			
	2010-2011	26	22	85	18	18	17	5	14	27	55			
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	1	1	100			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Gardiner Area High School
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Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	165	156	95	38	38	45	1	37	33	29	155	1
	2010-2011	174	164	94	49	49	49	4	45	30	21	160	4
Female	2009-2010	90	83	92	35	35	43	<1	35	37	28		
	2010-2011	76	75	99	48	48	47	7	41	33	19		
Male	2009-2010	75	73	97	41	41	47	1	40	29	30		
	2010-2011	98	89	91	51	51	51	2	48	27	22		
Caucasian/White	2009-2010	162	153	94	38	38	46	1	37	33	29		
	2010-2011	167	157	94	50	50	50	4	46	30	20		
African American/Black	2009-2010	0	0				22						
	2010-2011	2	2	100			21						
Hispanic	2009-2010	0	0				40						
	2010-2011	2	2	100			36						
Asian or Pacific Islander	2009-2010	2	2	100			51						
	2010-2011	3	3	100			62						
American Indian or Native Alaskan	2009-2010	1	1	100			28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	55	53	96	17	17	28	<1	17	43	40		
	2010-2011	70	62	89	48	48	31	<1	48	23	29		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	24	22	92	9	9	14	<1	9	18	73		
	2010-2011	26	22	85	9	9	15	<1	9	18	73		
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	1	1	100			17						

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Grade: High School



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Group	Science Assessment Data																												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																
All Students																													
	2010-2011	174	167	96	41	41	44	5	35	31	29	163	4																
Female																													
	2010-2011	76	73	96	42	42	40	7	36	26	32																		
Male																													
	2010-2011	98	94	96	39	39	48	4	35	34	27																		
Caucasian/White																													
	2010-2011	167	160	96	41	41	45	5	36	31	28																		
African American/Black																													
	2010-2011	2	2	100			19																						
Hispanic																													
	2010-2011	2	2	100			37																						
Asian or Pacific Islander																													
	2010-2011	3	3	100			49																						
American Indian or Native Alaskan																													
	2010-2011	0	0				26																						
Economically Disadvantaged																													
	2010-2011	70	66	94	35	35	29	2	33	24	41																		
Migrant																													
	2010-2011	0	0																										
Students with Disabilities																													
	2010-2011	26	22	85	5	5	14	5	<1	32	64																		
Limited English Proficient																													
	2010-2011	1	1	100			10																						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	94	94	96	41	41	49	94	94	96	44	44	47	77	77	83
Caucasian/White	94	94	96	41	41	50	94	94	96	44	44	48	77	77	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	0	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	89	89	94	30	30	33	89	89	94	34	34	30	68	68	71
Students with Disabilities	*	*	91	16	16	17	*	*	91	9	9	15	65	65	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Gardiner Area High School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	9	15	4	4	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	14.16

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.